

# Reading Toolkit: Grade 5 Objective 3.A.4.c

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 4. Analyze elements of poetry to facilitate understanding and interpretation

Objective c. Identify and explain sound elements of poetry

Assessment Limits:

Rhyme, rhyme scheme

Rhythm

Alliteration

Onomatopoeia

## Table of Contents

### Objective 3.A.4.c Tools

- Lesson Seeds

### Indicator 3.A.4 Tools

- Clarification

## Lesson Seeds

### Reading Grade 5 Objective 3.A.4.c

#### Activities

Prior to this activity the teacher should duplicate an age appropriate poem on the overhead or chalkboard. Using different shaped markers the teacher should show the rhyme scheme of the poem by placing a marker at the end of each line of poetry. Once the modeling is complete, students can be given another poem where they can show the rhyme scheme with different shaped markers or by drawing different shapes at the end of the poetry lines. After the rhyme scheme has been established, the poem should be read aloud. Then teacher and students should discuss whether the rhyming words have a pleasant or a harsh sound and if the sounds of the words match the mood the poem?

To introduce the importance of rhythm in a poem, begin by having students write their names divided in syllables on a piece of paper. Have the teacher model with his/her name writing it in syllables and then saying the name aloud. Then the teacher should say the name aloud while clapping out the rhythm. Next, the teacher will clap the rhythm of the name but not speak the name. Then students can take turns speaking and clapping the rhythm of their names. If wanted or necessary, the student can create a sentence beginning with his/her name and then clap the rhythm of the entire sentence. Once this procedure has been established, the teacher should introduce an age appropriate poem and read it aloud to students. Students can use the clapping procedure with the lines of poetry to establish the rhythm of the poem. To conclude, teacher and students should discuss the importance or purpose of rhythm in the poem.

Prior to this activity the teacher should list a series of pleasant and harsh sounding words. Also the teacher should find a series of age appropriate poems that contain examples of alliteration, assonance, or consonance. (Definitions of the previous sound elements can be found in the Clarification for Standard Three, Indicator Four.) Initially, the teacher should present each word to the class and have them categorize the words as pleasant or harsh sounding. In addition teacher and students should discuss what makes the words sound pleasant or harsh. Next, the teacher should present a selected poem to the class. After reading it aloud, teacher and students should locate any instances of alliteration, assonance, or consonance. Next teacher and students should discuss whether those sound features have pleasant or harsh sounds and whether those sounds fit the mood or tone of the poem. After modeling, students should try additional poems on their own.

Prior to this activity the teacher should select and copy several different poems that are rich in sound elements. The teacher should also select a poem with as few sound elements as possible. With teacher direction, the class will read a selected poem aloud, identify its sound elements, and record them on a chart.

Sound Element	Example from Poem

Once the chart is complete, teacher and students will discuss the importance of the sound elements and their contribution to the meaning of the poem. An alternate focus for this

activity is to identify the mood or tone of the poem first. Then students and teacher can find sound elements that help establish the mood or tone of the poem.

The teacher and students will read aloud three or more poems with distinct sound elements such as a nursery rhyme, a sonnet, and free verse. The teacher and students will locate any sound elements in each of the poems and then discuss how the difference in each of the poems is created by the difference in sound elements. Finally, teacher and students will establish the effect the sound elements have upon the meaning of each poem.

## Clarification

### Reading Grade 5 Indicator 3.A.4

To show proficiency of the skills stated in this indicator, a reader will demonstrate an understanding of the elements of poetry which are the components through which poetry is structured and composed. Identification of each component and its relationship to all other components in a poem assist a reader in comprehension of the entire text of the poem. When a poem requires more complex thought processes, a reader advances from identification of poetry elements to the explanation, analysis, and evaluation of those elements. Thinking about all the elements of a poem and determining how they fit together allow a reader to understand a poem in all of its complexity.

In order to identify poetry as a literary form and be able to distinguish a particular poem from other types of poetry, a reader must identify and use a poem's structural features. Poems can tell stories, describe the positive and negative elements of a character, place, or thing, argue a position, express emotions, or create an image. Knowing the structure of a poem helps a reader determine a purpose for the poem and comprehend it in literal and abstract ways.

#### Structural Features

A line or verse is a single line of poetry.

A stanza is two or more lines of poetry.

A refrain is a series of words or a line of poetry that is regularly repeated within the poem.

A rhyme is a repetition of sounds at the end of words.

A rhyme scheme is an arrangement of end rhymes in a poem. A pattern is organized by assigning a letter of the alphabet to each line. The first line of a poem is assigned the letter A. Each following line of poetry that rhymes with the first line is also assigned the letter A.

#### Types of Poems

A ballad tells a story and is meant to be sung or recited aloud.

A cinquain is based on syllable or word count. A traditional cinquain moves by line from two syllables to four syllables to six syllables to eight syllables and concludes with two syllables. The more current form of cinquain moves by line from one word to two words to three words to four words and concludes with a single word.

A diamante moves from a subject in the first line of the poem to a completely different subject in the last line of the poem. The structure of a diamante by line goes from one noun, the subject, two adjectives, three participles, four nouns, three participles, two adjectives, and concludes with one noun which is different from the noun in the first line.

An elegy is a sad poem which shows grief for the dead.

A haiku is a form of Japanese poetry which has three lines focused on a single element.

A lyric poem can appear in a variety of forms and shows the thoughts and feelings of one speaker.

A narrative poem tells a story in verse.

A shape poem has the form of its subject. For example a poem about a tree is shaped like a tree.

To understand a poem fully with all of its complexities a reader should focus on the meaning/s of each word within that poem that will lead to an understanding of individual lines and continue to understanding of an entire stanza. Poets choose their words with purpose and care. Reviewing the multiple meanings of words and attending to how a word is used contextually helps a reader discern shades of meaning within an individual word. Knowing the denotation of a word is an important first step, but knowing connotations of a word is critical to a reader of poetry. A reader should also be aware of the symbolic value of words in poetry. Knowing that an object or person symbolizes a quality or idea is essential to comprehension.

A critical reader understands that the speaker of the poem is not always the poet. The speaker is the creation of the poet and voices the words of the poem. The speaker has a personality and attitude that is discernable to a reader. Being attentive to the qualities and attitude of the speaker and connecting them to the words of the poem assists a reader with comprehension.

The organization of the words in a poem is another clue for a reader. The actual placement of a word within a line of poetry can be pivotal to understanding. The length of a poem's lines can focus a reader on the importance of certain words within a poem. The division between stanzas of a poem can signal the conclusion of one idea to move to another or the strengthening of an initial idea that continues to evolve throughout the poem. Because the words of a poem are more compact than prose, the placement, denotation, connotation, symbolism, and speaker of the words all become vital elements to creating meaning for a reader.

Because poetry is meant to be read or spoken aloud, the sound of the words is a critical piece of understanding. Listening to the rhyming of words, the organization of the rhyming words, the repetition of sounds, the imitation of natural sounds, and the relationship among these sound devices and how they contribute to the meaning of a poem are all elements a critical reader must explore. Discovering the bond between the sound and sense of a poem assists a reader with comprehension.

A rhyme is a repetition of sounds at the end of words.

A rhyme scheme is an arrangement of end rhymes in a poem. A pattern is organized by assigning a letter of the alphabet to each line. The first line of a poem is assigned the letter A. Each following line of poetry that rhymes with the first line is also assigned the letter A.

A poem's rhythm is created by the organization of sound from the placement of stressed and unstressed syllables in a line of poetry. The difference between stressed and unstressed syllable concerns the degree of emphasis when words are spoken.

Alliteration is a repetition of beginning consonant sounds in words.

Assonance is a repetition of vowel sounds in words.

Consonance is the pleasing arrangement of sounds in words.

Onomatopoeia is the use of words that sound like the natural noises they name.

A poet may use a sound device to emphasize a particular idea, create a melodious sound to foster a pleasant mood, or put together a series of harsh sounds to establish an angry tone. When a critical reader can determine a purpose for the poet's use of sound devices, a reader has constructed meaning from a poem.

In a narrative poem or ballad, the setting of that poem is integral to a reader's understanding. The setting addresses the time and place of the poem's action and plays a role in establishing the mood of a poem. The mood is the feeling of a poem. Mood is created by the poet's choice of words, sensory detail, and rhythm. The attitude of the poet or speaker toward his/her subject is the tone of the poem. Again, the poet's choice of words, sensory detail and rhythm help a reader determine the attitude toward the subject. For more detailed information about setting and mood, consult the Literary Clarification for Indicator Three, and for more detailed information about tone, consult the Literary Clarification for Indicator Seven.